

GRADE ONE THEATRE CURRICULUM  
Module 3: We All Have Stories to Tell

**Enduring Understanding**

**Theatre in the World:** We all have stories to tell.

**Essential Question**

Why are stories used to explain ideas?  
What are my own stories that I can tell?

Domain	Process	Standard
PERCEPTION	Observing / Responding	1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
	Analyzing	1.2 Observe and describe the traits of a character.
CREATION	Storytelling/	<b>2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle and end) and using a tableau or a pantomime.</b>
	Role Playing/Acting	<b>2.1 Demonstrate skills in pantomime, tableau, and improvisation.</b>
CONTEXT	Organizing	<b><i>5.1. Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.</i></b>  5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.
	Putting into Historical and	3.1 Identify the cultural and geographic origins of stories.

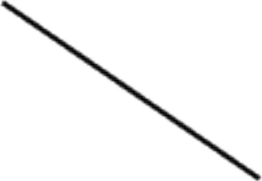

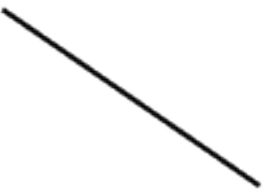
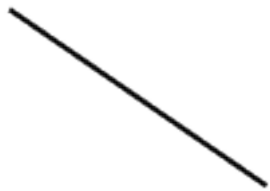
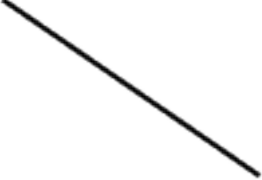
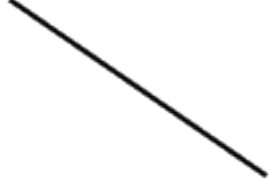
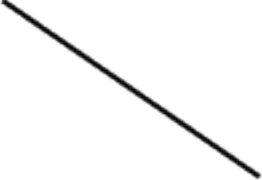
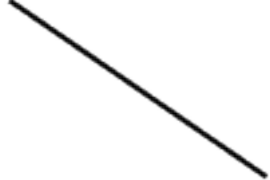
	Cultural Context	
	Critiquing	4.1 Describe what was liked about a theatrical work or story.

**Essential standards** and **supporting standards** to be assessed.

### Sample Performance Task

1. Working with a small group, [dramatize](#) a story from another content area with clear plot (beginning, middle, end), problem, characters, and setting.

### Sample Scoring Tool

Quality Level	1. Artistic Perception Grade 2 Standard 1.1	2. Creative Expression	3. Historical / Cultural Context	4. Aesthetic Valuing Grade 2 Standard 4.3	5. Connections, Relationships, Applications Grade 2 Standard 5.1
<b>4</b> <b>Advanced</b>	<b>Insightfully</b> identifies the plot of a nature myth			Shows <b>depth of understanding</b> in identifying the message or moral of the myth	Works cooperatively and <b>actively contributes</b> to develop and perform a nature myth
<b>3</b> <b>Proficient</b>	Identifies the plot of a nature myth			Identifies message or moral of the myth	Works cooperatively to develop and perform a nature myth
<b>2</b> <b>Partially Proficient</b>	<b>Attempts</b> to identify the plot of a nature myth			Shows <b>limited understanding</b> in identifying the message or moral of the myth	<b>Attempts</b> to work cooperatively to develop and perform a nature myth
<b>1</b> <b>Not Proficient</b>	<b>Does not</b> identify the plot of a nature myth			<b>Lacks understanding</b> in identifying the message or moral of the myth	<b>No evidence</b> of cooperation to develop and perform a nature myth

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## **Developing Concepts**

**Stories can be created based on ideas and themes.**

### **Key Ideas**

- Many stories are created to reveal something about human nature.
- Some stories explain how and why things happen.

### **Knowledge**

#### **Vocabulary**

- [Theme](#)

### **Skills**

#### **Comprehension**

- Read stories and identify theme
- Read similar stories and find common ideas
- Understand cause and effect of events told through stories

**Stories come from various cultures.**

### **Key Ideas**

- Most cultures have traditional stories as part of their heritage.
- Many cultures create stories about the same subjects.
- Stories are frequently passed down through oral traditions.

### **Knowledge**

#### **Vocabulary**

- Heritage
- Oral Tradition

### **Skills**

#### **Comprehension**

- Read similar stories from different cultures and compare themes
- Explore traditions, music, art from the cultures

#### **Appreciation**

- Participate in simulated

	<ul style="list-style-type: none"> <li>cultural traditions using realia</li> <li>Retell a story to experience oral tradition</li> </ul>
<p><b>Stories include essential elements.</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>Stories have settings and characters.</li> <li>Stories have plots that include a beginning, middle and ending.</li> <li>Plots include conflicts.</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><a href="#">Setting</a></li> <li><a href="#">Character</a></li> <li><a href="#">Plot</a></li> <li><a href="#">Conflict</a></li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Identify setting, character and plot in stories</li> <li>Identify and list the conflicts (problems) and solutions in stories</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Explore settings using 5 senses</li> <li>Develop physical and vocal character traits</li> <li>Enact plot moments (beginning, middle, ending)</li> <li>Participate in situations that establish conflict</li> </ul>
<p><b>Performers use acting techniques to dramatize story elements.</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>Combinations of pantomime, improvisation and tableau are used to enact stories.</li> </ul>	
<b>Knowledge</b>	<b>Skills</b>

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Pantomime</a></li> <li>• <a href="#">Improvisation</a></li> <li>• <a href="#">Tableau(x)</a></li> </ul>	<p><b>Acting Techniques</b></p> <ul style="list-style-type: none"> <li>• Pantomime characters, settings and plots in stories</li> <li>• Improvise, using dialogue, characters, settings and plot points in stories</li> <li>• Create tableaux (frozen images) to illustrate plot points</li> </ul>
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**Actors can create stories based on a variety of subjects.**

**Key Ideas**

- Stories can be fiction or non-fiction.
- Subjects can be from personal experience.
- Subjects can be from classroom curricula.

<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-fiction</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Create stories based on fantasy or reality</li> <li>• Develop stories from personal experience</li> <li>• Create stories using classroom curricula</li> </ul>
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**Performances can communicate themes and ideas from stories.**

**Key Ideas**

- Actors must understand the themes and ideas to communicate them.
- Audiences will respond according to their own understanding as well as to the actors' interpretation.

<b>Knowledge</b>	<b>Skills</b>
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**Vocabulary**

- Interpretation

**Comprehension**

- Discuss the themes and ideas in stories
- Connect themes and ideas to personal experience

**Interpretation**

- Communicate chosen interpretation through acting techniques
- Realize audiences will respond differently according to their experiences